2010 | 2011

Grade 6

Curriculum Handbook for Parents

Alberta

Government of Alberta

Curriculum Handbook for **Parents**

2010–2011

This Curriculum Handbook provides parents with information about the Grade 6 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out,* I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

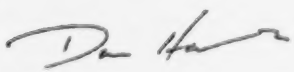
Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.



Dave Hancock, Q.C.
Minister, Alberta Education

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*— Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://learnalberta.ca

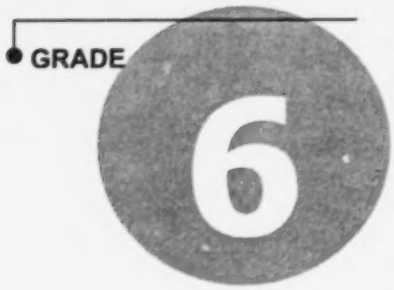
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.



In Grade 6, students study required subject areas. Optional subject areas may be available at the local school. Students have access to a minimum of 950 hours of instruction each school year.

Overview

The Grade 6 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working toward achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

GRADE 6: [REQUIRED SUBJECT AREAS]

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Art and Music

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

GRADE 6: [OPTIONAL SUBJECT AREAS]

- Drama
- Languages ★

★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

New Courses for 2010–2011 School Year:

- Mathematics (English and French)

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 2 learning outcomes that students are expected to meet by the end of Grade 6.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- select and use technology to assist in problem solving

Foundational Operations, Knowledge and Concepts

- identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- examine the environmental issues related to the use of technology

Processes for Productivity

- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- navigate through a document that contains links to locate, copy and then paste data to a new file

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

http://education.alberta.ca/teachers/fnmi/policies.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

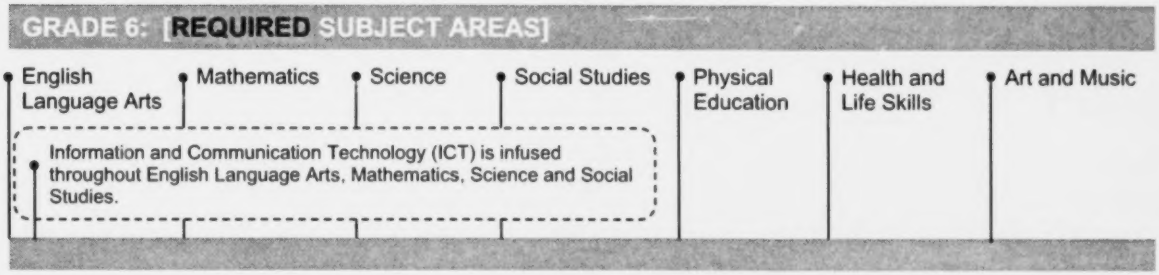
Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

The **required subject areas** are the foundation of the elementary program.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English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

View the English Language Arts interactive video series on the LearnAlberta.ca Web site at http://learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

The following learning outcomes are selected from the Grade 6 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- assess personal language use, and revise personal goals to enhance language learning and use
- select from the ideas and observations of others to expand personal understanding
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

Comprehend and respond personally and critically to oral, print and other media texts

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
- integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
- summarize oral, print or other media texts, indicating the connections among events, characters and settings
- discuss the connections among plot, setting and characters in oral, print and other media texts
- determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts

Manage ideas and information

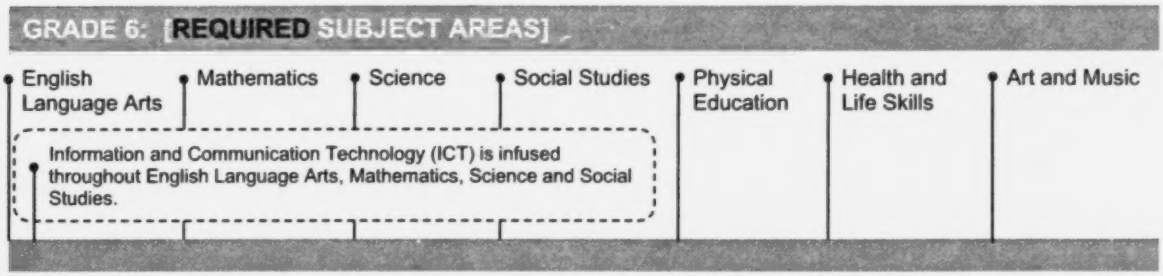
- use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
- decide on and select the information needed to support a point of view
- skim, scan and read closely to gather information
- use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning
- communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
- establish goals for enhancing research skills

Enhance the clarity and artistry of communication

- revise to provide focus, expand relevant ideas and eliminate unnecessary information
- write legibly and at a pace appropriate to context and purpose
- experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts
- use complex sentence structures and a variety of sentence types in own writing
- edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context
- use various styles and forms of presentations, depending on content, audience and purpose
- emphasize key ideas and information to enhance audience understanding and enjoyment
- identify the tone, mood and emotion conveyed in oral and visual presentations

Respect, support and collaborate with others

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas
- demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- assume a variety of roles, and share responsibilities as a group member
- address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
- assess own contributions to group process, and set personal goals for working effectively with others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Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

View mathematics digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

The following learning outcomes are selected from the Grade 6 Mathematics Program of Studies.

Number

- demonstrate an understanding of place value, including numbers that are:
  - greater than one million
  - less than one thousandth
- demonstrate an understanding of factors and multiples by:
  - determining multiples and factors of numbers less than 100
  - identifying prime and composite numbers
  - solving problems using multiples and factors
- demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically

Patterns and Relations

- represent and describe patterns and relationships, using graphs and tables
- represent generalizations arising from number relationships, using equations with letter variables
- demonstrate and explain the meaning of preservation of equality, concretely and pictorially

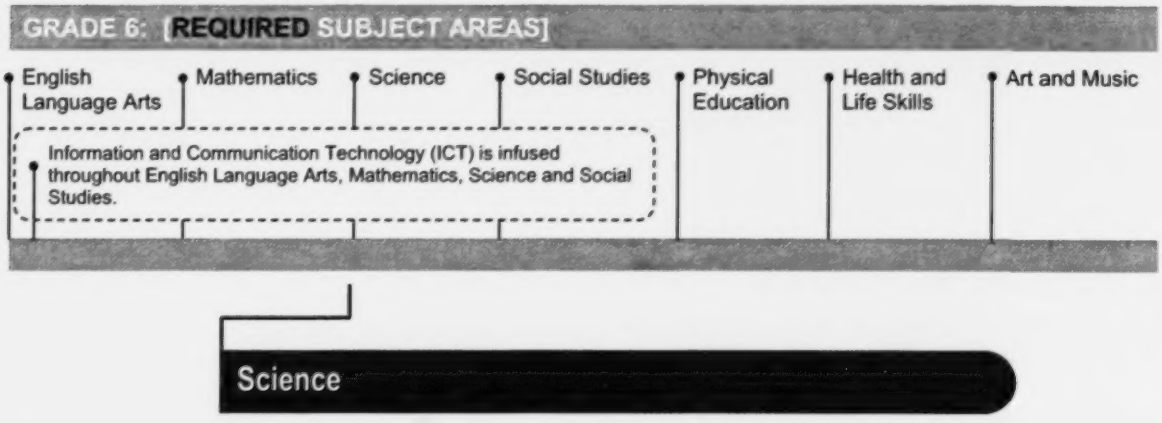
Shape and Space

- develop and apply a formula for determining the:
  - perimeter of polygons
  - area of rectangles
  - volume of right rectangular prisms
- construct and compare triangles, including:
  - scalene
  - isosceles
  - equilateral
  - right
  - obtuse
  - acute

  in different orientations
- perform a combination of translations, rotations and/or reflections on a single 2-D shape, with and without technology, and draw and describe the image

Statistics and Probability

- select, justify and use appropriate methods of collecting data, including:
  - questionnaires
  - experiments
  - databases
  - electronic media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Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

The following learning outcomes are selected from the Grade 6 Science Program of Studies.

Air and Aerodynamics

- describe the properties of air and the interactions of air with objects in flight
- study birds and airplanes and learn a variety of adaptations and designs that make flight possible and provide for propulsion and control

Flight

- develop a basic design, build it, test it, and solve the problems that inevitably arise
- learn, through teamwork, that planning, communication, cooperation and flexibility are important to the overall result—even though parts of a task can be worked on individually

Sky Science

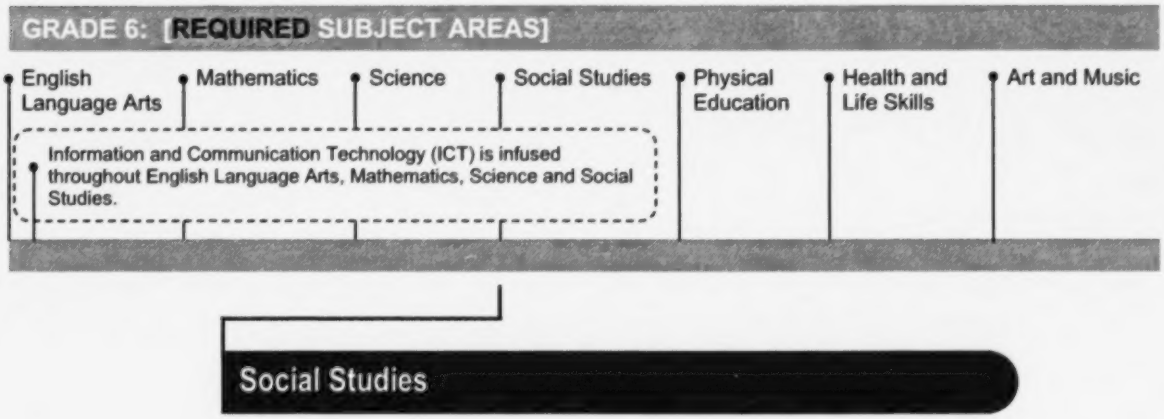
- move from a simple view of land and sky to one that recognizes Earth as a sphere in motion within a larger universe
- explore the topics of seasonal cycles, phases of the Moon, and the apparent motion of stars
- observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements

Evidence and Investigation

- learn to pose questions, devise investigations, recognize patterns and discrepancies, and think logically about what they have observed
- apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns
- apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample

Trees and Forests

- learn about a broad range of living things found on, under and around trees
- study the complex interaction between trees and the larger environment
- examine the human use of forests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Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Grade 6 students will broaden their understanding of democracy in the Canadian experience and develop an awareness of the active role that engaged citizens can play within the democratic process.

Grade 6 students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments. Students will examine how ancient Athens and the Iroquois Confederacy have influenced Canada's democratic processes.

The following learning outcomes are selected from the Grade 6 Social Studies Program of Studies.

Citizens Participating in Decision Making

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Values and Attitudes

Students will recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada
- value citizens' participation in a democratic society

Knowledge and Understanding

Students will demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy (i.e., justice, equity, freedoms, representation)?
- How does Canada's justice system help protect your democratic and constitutional rights?

Students will analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians?
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution?

Students will analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:

- How are representatives chosen to form a local government (i.e., electoral process)?
- What role is played by school boards (i.e., public, separate, Francophone) within local communities?

Students will analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues:

- How is the provincial government structured?
- What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?

Students will analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?

Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Values and Attitudes

- appreciate the relationship between the values of a society and the model of government adopted within a society

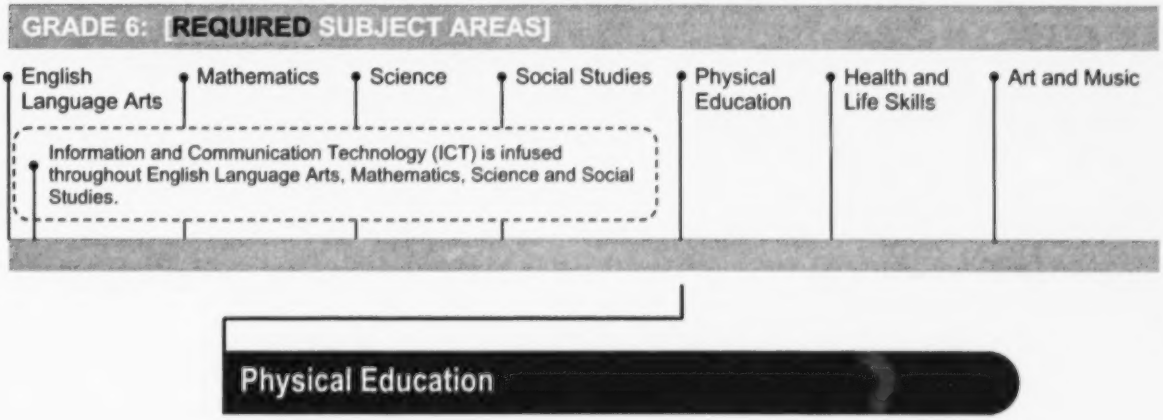
Knowledge and Understanding

Students will analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:

- How was the government of ancient Athens structured?
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?

Students will analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- How was the Iroquois Confederacy structured?
- How did the Six Nations use the consensus-building process?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Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments. All learning outcomes are met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

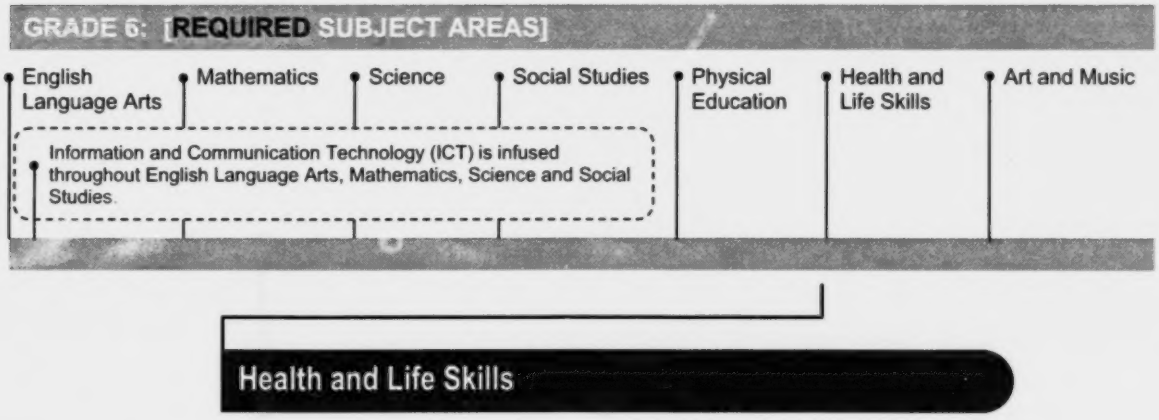
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


GRADE 6: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes

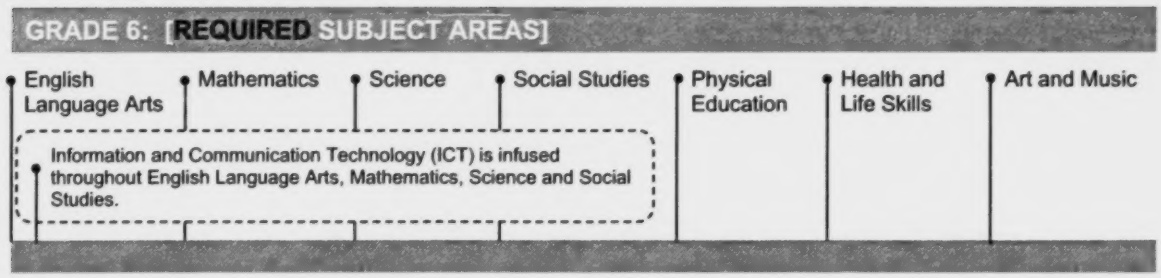
Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

Human Sexuality Education

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.


GRADE 6: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
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Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Art and Music

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 6 Art Program of Studies.

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations
- perfect images through economical use of material and efficiency of effort
- express a feeling or a message
- use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

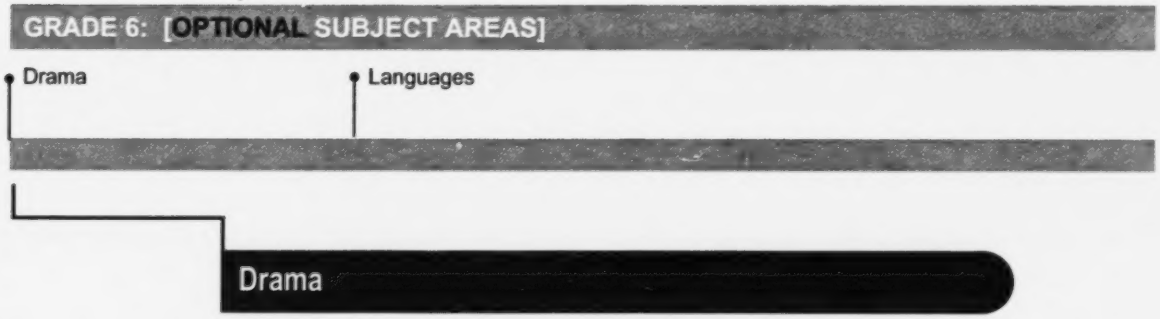
Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 6 Music Program of Studies.

- understand that there are many kinds of rhythm; e.g., ethnic rhythms, dance forms such as the waltz, tango
- understand that melodies may be based on other scales; e.g., ethnic, whole tone, atonal, chromatic, modal
- understand that longer forms of music, such as the concerto, opera and symphony, combine a variety of structural forms
- understand that the human voice has different timbral qualities
- recognize the sounds of electronic music
- sing songs written in a variety of scales
- understand the function of key signatures

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.



Drama

View the drama subject page at http://education.alberta.ca/teachers/program/finearts.aspx

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

GRADE 6: [OPTIONAL SUBJECT AREAS]

Drama | Languages

Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta Education has approved numerous provincial language programs of study. As well, school authorities may develop and implement locally developed language courses to meet their needs.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live *(wa)wētina(hk)* (peacefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

FRENCH

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

In Division 2, the French language arts program of studies is intended to build on the skills acquired in the earlier grades, including vocabulary and sentence structure enrichment, to enable students to engage more actively with their environment. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually or with classroom partners. Students also learn to respect the basic rules of language in the oral discussions that take place in the classroom as well as in their writing projects.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure) and cues provided by the speaker (key words, connectives) to construct the meaning of the message and react to it.

In **reading comprehension**, students develop their ability to read longer, more complex texts. They learn to use a variety of tools to effectively solve difficulties they encounter in their reading.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They also develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to organize and express their ideas clearly, while still respecting spelling rules. They also learn to edit their texts using a checklist.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 6, learning occurs primarily:

In **oral comprehension** through:

- listening to texts from various subject areas
- listening to short stories or chapters from novels
- listening to audiotapes, such as documentaries
- viewing audiovisual materials, such as documentaries
- gathering information during classroom discussions.

Students learn to take advantage of their listening experiences to identify the most appropriate ways to overcome listening difficulties.

In **reading comprehension**:

Teachers will select 600 to 800 word texts of everyday life, or longer for narrative texts.

To develop reading strategies, students learn to take advantage of their listening experiences to identify the most appropriate ways to overcome difficulties. They also learn to become more independent in planning their research projects. They formulate expectations to help them choose a text to suit their needs and organize their notes to retain information.

In **oral production**:

Presentations and discussions should be well structured, with emphasis on:

- the correct use of connective words to organize their message
- the correction of phonetic Anglicisms
- the gender and number agreement for common words and expressions
- the application of solutions identified for overcoming a difficulty
- the organization of their presentations.

Emphasis on teamwork (interactive situations) enables students to continue developing certain skills required for interacting with their peers. They will independently continue work that was previously done with the teacher's help. This includes the rules for group work such as the roles and responsibilities of each person and their right to speak.

In **writing**:

Students learn to write texts consisting of a few paragraphs that present and develop a given topic. They also learn to write stories describing more than one event.

The main purpose of these learning activities is to enable students to integrate the basic elements of the written language:

- the choice and organization of ideas (web or plan)
- sentence variety and proper punctuation
- the choice of verb tense and verb agreement in common tenses
- the agreement of nouns and adjectives in common, irregular forms
- spelling and homophones.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 6 is designed so that students integrate the knowledge and skills they acquired in grades 4 and 5, while expanding their language use so they can:

- understand and communicate, mostly by oral means, basic information related to their health and well-being, their neighbourhood, Alberta, the environment, *Le Carnaval de Québec* (Québec winter festival) and certain holidays and celebrations
- gain language knowledge needed to understand and communicate messages for the above themes
- recognize that Canada is a bilingual country and that our national anthem is sung in both languages
- identify different Francophone communities in Alberta
- develop and use language learning strategies that will help them improve their learning of French.

INTERNATIONAL LANGUAGES

Bilingual Programs

http://education.alberta.ca/teachers/program/interlang.aspx

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs for Grade 4 students. At the elementary level in international languages, there are course entry points at Grade 1 and at Grade 4.

Students will:

- use the international language they study in a variety of situations for a variety of purposes
- use the international language effectively and competently
- acquire the knowledge, skills and attitudes to become effective global citizens
- know and use strategies to maximize the effectiveness of learning and communication.

Alberta Education offers the following language and culture programs:

- Chinese Language and Culture
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Punjabi Language and Culture
- Spanish Language and Culture
- Ukrainian Language and Culture

Italian Language and Culture (Twelve-year Program) is the only provincial course sequence that begins at Grade 1 and extends through to Grade 12.

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

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Commonly Accessed Web Links

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Assessing Student Achievement
http://education.alberta.ca/admin/testing/achievement.aspx

Daily Physical Activity
http://education.alberta.ca/teachers/resources/dpa.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Grade Level of Achievement (GLA)
http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Achievement Tests
http://education.alberta.ca/admin/testing/achievement.aspx

Public Health Agency of Canada
http://www.phac-aspc.gc.ca/pau-uap/paguide/

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

Please send your response to:

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